

**THE INFLUENCE OF USING PQRS (PREVIEW, QUESTIONS, READ,
SUMMARIZE, TEST) STRATEGY TOWARDS STUDENTS' READING
COMPREHENSION AT THE EIGHTH GRADE OF SMP PGRI 2
SUKADANA IN THE ACADEMIC YEAR OF 2019/2020**



An Undergraduate Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

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ABSTRACT

Reading is one of the main aspects of English skills. The students' reading comprehension of SMP PGRI 2 Sukadana is still low especially in reading descriptive text. To solve the problem, the researcher applied PQRST Strategy. PQRST is one of reading strategy of many strategies that can influence students' comprehension in reading a text or information, because it contains some steps that support the students to be more active in comprehending the text. The objective of this research is to know whether there is a significant influence of using PQRST Strategy towards students' reading comprehension at the eighth grade of SMP PGRI 2 Sukadana in the academic year of 2019/2020.

The research design was quasi experimental design. The sample of the research was 57 students taken from eighth grade of SMP PGRI 2 Sukadana which was chosen through random sampling technique. The sample of the research was two classes consisting of 28 students for experimental class and 29 students for control class. In the experimental class, the researcher used PQRST Strategy and in control class the researcher used Skimming and Scanning Strategy to teach students. In collecting the data, the researcher conducted pre-test and post-test by serving a multiple choice test which consists of 20 items for each test. The data were analyzed by using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that Sig. = 0.003 and $\alpha = 0.05$. It means H_a is accepted because Sig. < $\alpha = 0.003 < 0.05$. Therefore, there is a significant influence of using PQRST Strategy towards students' reading comprehension at the eighth grade of SMP PGRI 2 Sukadana in the academic year 2019/2020.

Keyword: Reading Comprehension, Descriptive Text, PQRST Strategy



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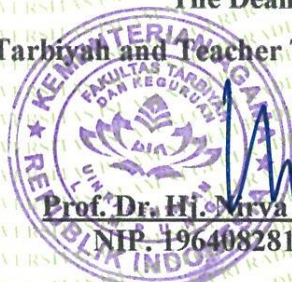
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MOTTO

اَفْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اَفْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤)
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

1. Recite in the name of your Lord who created.
2. Created man from a clinging substance.
3. Recite, and your Lord is the most Generous.
4. Who taught by the pen.
5. Taught man that which he knew not.¹



¹ Fahd ibn ‘abd al’Aziz’ Al Sa’ud, *The Noble Qur’an: English Translation of the meaning and commentary* (Madinah, K.S.A: King Fahd Complex), Al-Alaq, p.846

DECLARATION

I hereby state that this undergraduate thesis entitled: **The Influence of Using PQRST (Preview, Questions, Read, Summarize, Test) Strategy Towards Students' Reading Comprehension at the Eighth Grade of SMP PGRI 2 Sukadana in the Academic Year of 2019/2020** is completely my own work. I am fully aware that have quoted some statements, references, and ideas from various source and those are properly acknowledged in the text.

Bandar Lampung,
Declared By

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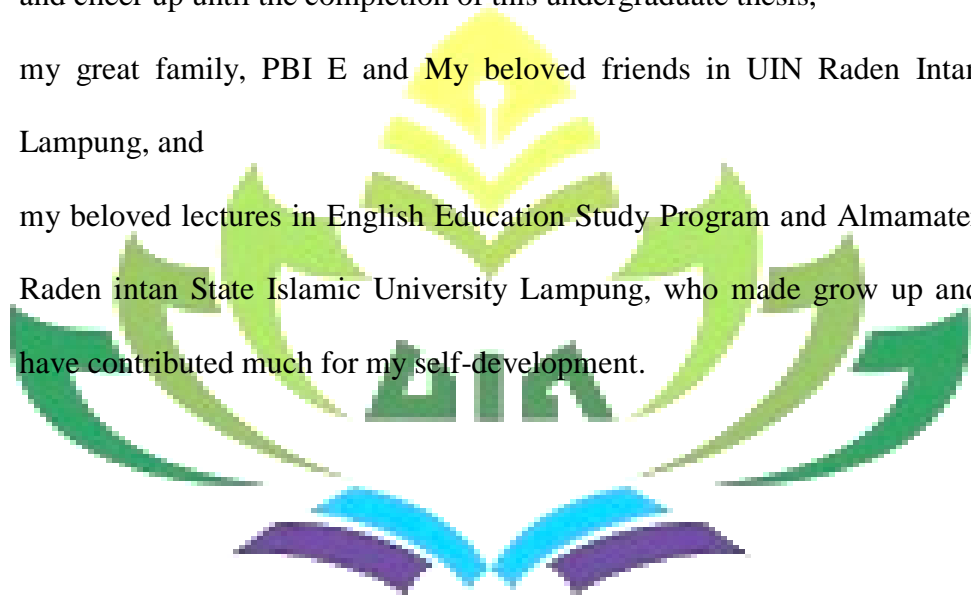
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DEDICATION

From deep of my heart, this undergraduate thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

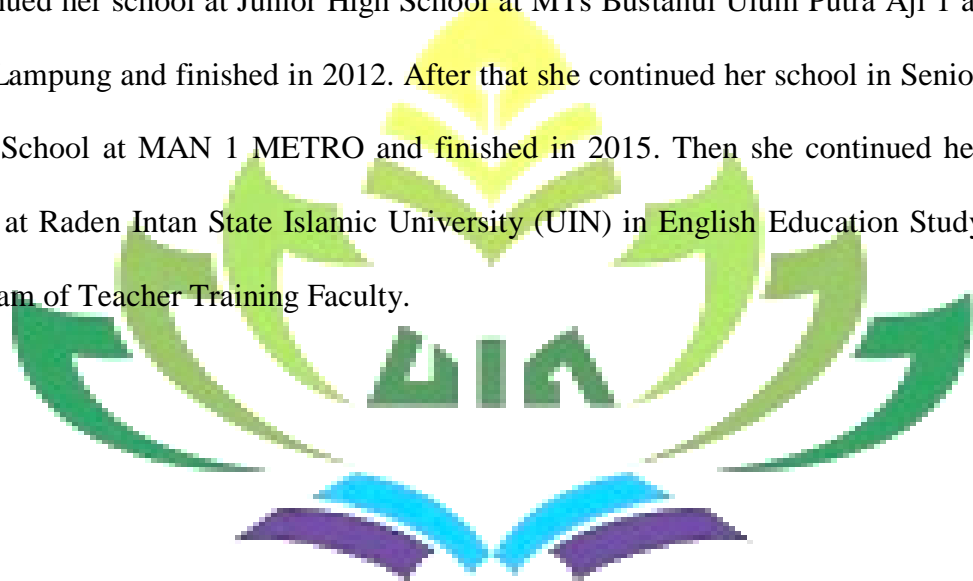
1. my God (Allah SWT) thanks for everything,
2. my beloved parents, Mr. Mulyani and Mrs. Zulaikah who always love me, support, pray and guide me to be success in my study and my life. Thanks for all the motivation,
3. my beloved brother, Muhammad Hafidz Fathul Aziz who always support and cheer up until the completion of this undergraduate thesis,
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5. my beloved lectures in English Education Study Program and Almamater Raden intan State Islamic University Lampung, who made grow up and have contributed much for my self-development.



CURRICULUM VITAE

The name of researcher is Masita Eka Prastya Wati. She is called by Tya or Masita. She was born in Gedung Wani Timur, on July 18th, 1998. She is the first girl of Mr. Mulyani and Mrs. Zulaikah. She has one brother name is Muhammad Hafidz Fathul Aziz. She lives on Putra Aji 1 Sukadana East Lampung.

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Bandar Lampung, 2019
The Researcher,

Masita Eka Prastya Wati
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CHAPTER I

INTRODUCTION

A. Background of the Problem

People always use language in their communication. Language is an important part in human life, because people show their mind, feeling, expression and communicate with each other by using language. According to Richards, language is an important part of how humans communicate with each other.² Every country has a different language that is used for communication among people. One example is Indonesia uses Bahasa as a national language. Considering that the world has language differences that require international language to facilitate communication in various countries. Language is in widespread use as a foreign language or second language, i.e. as a language of international communication. English is the most widely used international language.³

English as an international language has a great influence on human life in the world to communicate and cooperate. In Indonesia, English becomes one of the things which take part in the national education system. The language skills involved might be listening, speaking, reading, and writing.⁴ To master English, people should sharpen those four basic skills. One of those skills that is hard to master is reading skill.

² Kristin Lems. *Teaching Reading To English Language Learners*, (New York: London, 2010) p. 1

³ Jack C. Richards. *Longman Dictionary of Language Teaching & Applied Linguistics 4th Edition*, (Hongkong: Longman Group, 2010), p. 295

⁴ *Ibid.* p. 235

According to Richards, reading is seen as an active process involving the reader in ongoing interaction with a text as he or she reads.⁵ It means that reading is very important in the teaching and learning process. Reading is thinking and understanding and getting at the meaning behind a text.⁶ It implies that reading must have a thought process to explain and understand a written text to get knowledge and information.

Reading is to make sense of the text and to integrate the knowledge gained with already existing knowledge.⁷ By expanding, knowledge can improve language skills that are very important especially for students. Therefore, reading is correlated with students' improvements in the comprehension of texts.⁸ This means that reading is a process of increasing students in understanding the overall contents of reading so that students can also understand and must master vocabulary, grammar, and spelling.

Reading comprehension is an interactive process that requires readers to actively construct meaningful representations of text information.⁹ So, reading comprehension can be defined as a thought process through which the reader becomes aware of ideas in a text. However, the awareness of reading has not been fully achieved by the students. Many students still do not understand the contents of the reading although they are reading fluently. This problem is possibly caused by students' inadequate grammar and vocabulary.

⁵ *Ibid.* p. 291

⁶ Jennifer Serravallo, *Teaching Reading In Small Groups*, (US: America 2010), p.43

⁷ Donna M. Seanlon, Kimberly L. Anderson and Joan M. Sweeney, *Early Intervention for Reading Difficulties* (London: The Guilford Press, 2010), p. 253

⁸ Wolley, Grey, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer Science + Business Media B.V, 2011), p. 91

⁹ *Ibid.* p.35

Unfortunately, this problem also happened to SMP PGRI 2 Sukadana, especially the eighth grade.

The result of preliminary research by interviewed the English teacher of SMP PGRI 2 Sukadana Agustian Reonitama, S.Pd. In teaching reading the teacher uses skimming and scanning strategy especially teaching the reading descriptive text. But he said that there were several problems in the teaching and learning process of reading. The first, students had difficulties in understanding reading texts including descriptive text due to lack of mastery of grammar. The second is students feel difficulties in finding the meaning of text. The last the lack of concentration of students in the teaching process especially reading descriptive text.¹⁰

Besides conducting interview to the teacher. All students were also given questionnaire to know the necessity and the weakness of students. It was found that most students had assumptions that English was a difficult subject. Especially in reading a text, students find it difficult to understand a reading because of the weak mastery of vocabulary and the inability to understand a reading text including descriptive text. When working on a descriptive text problem students do not fully understand the meaning in the reading text because they do not know the meaning.¹¹

In preliminary research, it also found that descriptive text has been taught in the eighth grade of SMP PGRI 2 Sukadana. Most of the students got a

¹⁰ Agustian Reonitama, The English Teacher of SMP PGRI 2 Sukadana, *An Interview for Preliminary Research*, (January 14th,2019), Unpublished

¹¹ The Eighth Grade Students in SMP PGRI 2 Sukadana, *An Interview for Preliminary Research*, (January 14th,2019), Unpublished

reading comprehension score under the criteria of minimum mastery (KKM) for basic competence 4.11. It was found that only 21 students out of 75 students that passed based on criteria of minimum mastery and while the other 54 students failed. The standard score of KKM in SMP PGRI 2 Sukadana is 70 and KKM for basic competence 4.11 is 70. Many students get a score under 70 (See Appendix 4). It can be assumed that students found difficult in comprehending reading text.

From these results, it can know that from several problems faced by students it requires an effort that can overcome problems in the teaching and learning process of students, especially teaching reading comprehension in SMP PGRI 2 Sukadana. In the teaching and learning process there were many kinds of good strategy that could be applied by the teacher, to improve the students reading comprehension, one of which PQRST strategy.

PQRST Strategy One of the best-known strategies for improving memory from reading comprehension. PQRST strategy is intended to improve students' abilities to study and remember material presented in textbooks.¹² PQRST strategy helps students to cope with their problems in reading comprehension by using five steps. They are preview, question, read, summarize, and test.¹³ So that the PQRST strategy was suitable for students' reading comprehension and it has been found that the PQRST strategy is suitable for improved students' reading skills.

¹² Rune Petterson, *Information Design an Introduction* (Netherlands: Jhon Benjamin Publishing Co.2002), p. 242

¹³ Nopri Malia, *Using PQRST Strategy to Improve Students' Reading Comprehension of Hortatory Exposition Texts*, Journal English Language Teaching Vol.1 Vol. 1, 2015 Available at: (<http://ejournal.unp.ac.id/>). Accessed on Maret 9th, 2015

PQRST strategy is effective to be implemented in teaching learning reading comprehension. It has been revealed by previous research there were three researchers related to the PQRST Strategy that has been conducted. The first was done by Tri Ismiyanti in 2017, the result showed that after conducting the research, she found that the use of PQRST strategy improves the effectiveness of the teaching and learning process which then increases the students' reading comprehension of hortatory exposition text.¹⁴

Furthermore, another research was conducted by Nikmatul Khoiriah in 2017, the result showed that after conducting the research, she found that the implementation of PQRST strategy in teaching reading could help the students to comprehend the material well. This suggests that the PQRST strategy facilitates the students to improve reading comprehension of monologue texts.¹⁵ In other hand, the third research was conducted by Intan Fusilawati in 2018, the result showed that after conducting the research, she found that the use of PQRST Strategy can improve students' reading comprehension of narrative text.¹⁶

¹⁴ Tri Ismiyanti, *Improving Students' Ability In Reading Comprehension By Using Preview, Question, Read, State And Test Strategy An Action Reseach At Grade Eleven Of Private Islamic Senior High School Tahfizhil Qur'an Medan*, A Thesis of S1 Degree English Education of State Islamic University of North Sumatera Medan, Available at: (<http://repository.uinsu.ac.id>). Accessed on May 12th, 2017

¹⁵ Nikmatul Khoiriah, *The Implementation Of P-Q-R-S-T Strategy To Improve Students' Reading Comprehension Ability At Smki Assya'roniyyah Mataram Baru*, A thesis of S1 Degree English Education of University Lampung, Available at: (<http://digilib.unila.ac.id>). Accessed on July 19th 2017

¹⁶ Intan Fusilawati, *Using PQRST Strategy in Teaching Students Reading Comprehension (An Experimental Research at the Third Grade of MA Raudlatul 'Ulum Anyer)*, A Thesis of S1 Degree English Education of State Islamic University of Sultan Maulana Hasanuddin Banten, Available at: (<http://repository.uinbanten.ac.id>). Accessed on February 1st, 2018

Based on the use three previous researches, it can be concluded that the first research found that through the PQRST strategy in learning reading comprehension students improved. So that the teaching and learning process of reading is successful because the criteria for success are achieved. The second research shows that the application of the PQRST strategy in teaching reading can help students to understand the material well. This shows that the PQRST strategy facilitates students to improve students' reading comprehension. The third research shows that the PQRST strategy can improve students' reading comprehension in teaching reading process. Besides, the results of the three previous researches are the same, the PQRST strategy can given an influence on improving students' reading comprehension.

There are some differences between previous research and present research. The first previous research concerned about classroom action research which adopted the research design of Kemmis and Mc Taggart; consists of 2 cycles. The object is a senior high school in the hortatory exposition text. The second previous research concerned with research applying one class with one group pre-test and post-test design. The object is a senior high school in a monologue text (narrative text, spoof text, and hortatory text). The third previous research concerned with applied an experimental research conducted only in one pre experimental class. The object is a senior high school in narrative text. The present research uses quasi-experimental with a sample of research using two classes. The object is a junior high school in descriptive text.

The researcher expect that this strategy could improve the students' reading comprehension. So, the researcher conducted an experimental research entitled "The Influence of Using PQRSST Strategy towards Students' Reading Comprehension at the Eighth Grade of SMP PGRI 2 Sukadana in the Academic Year of 2019/2020".

B. Identification of the Problem

Based on those conditions, some problems were identified as follows:

1. The students had difficulties in understanding reading texts including descriptive text due to lack of mastery of grammar.
2. The students still had difficulties in finding the meaning of the descriptive text.
3. Lack of concentration of students in the teaching process especially reading in descriptive text.

C. Limitation of the Problem

Based on the identification of the problem, this research focused on the influence of PQRSST Strategy towards students' reading comprehension on descriptive text especially in describing people, describing a place and describing things on the school or home at the eighth grade students at SMP PGRI 2 Sukadana in the Academic Year of 2019/2020.

D. Formulation of the Problem

Based on the limitation of the problem, the problem as follows: "Is there a significant influence of using PQRST Strategy towards reading comprehension at the eighth grade of SMP PGRI 2 Sukadana in the Academic Year of 2019/2020?".

E. Objective of the Research

The objective of the research was to find out whether there is a significant influence of using PQRST Strategy towards students reading comprehension of descriptive text of the eighth grade of SMP PGRI 2 Sukadana in the Academic Year of 2019/2020.

F. Significance of the Research

The result of this research is expected to give a theoretical and practical contribution.

1. Theoretically, it is hoped that the result of the research was useful and improved the knowledge about teaching reading using PQRST Strategy.
2. Practically, the advantages of this research for English teachers and students. For the teacher to give information to the English teacher about using PQRST Strategy in teaching reading comprehension. For students, it can give motivation to the students that they can improved their reading comprehension by using PQRST Strategy.

G. Scope of the Research

The scope of the research can be set as follows:

1. Object of the Research

The object of research was the use of PQRST Strategy towards students reading comprehension.

2. Subject of the Research

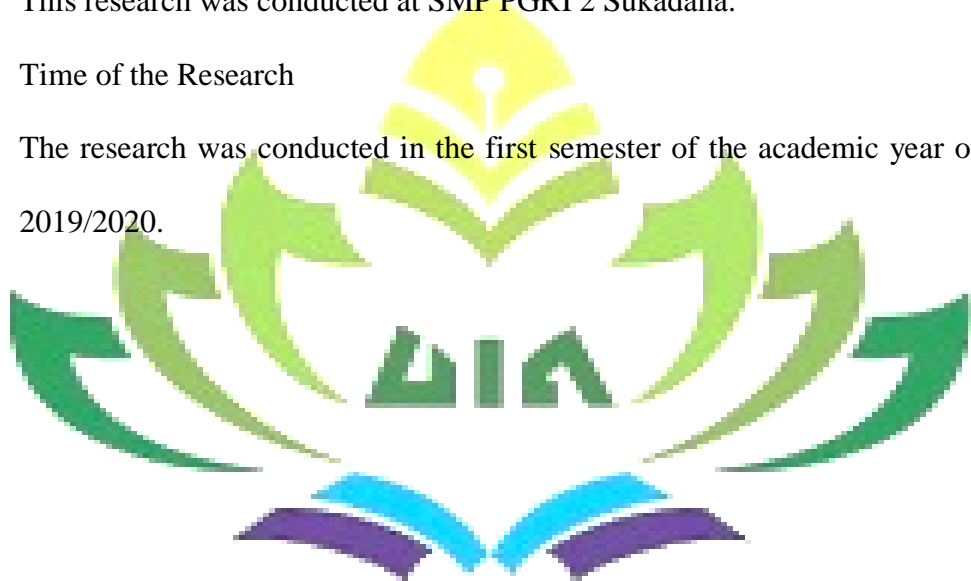
The subject of research was the eighth grade students at SMP PGRI 2 Sukadana in the Academic Year of 2019/2020.

3. Place of the Research

This research was conducted at SMP PGRI 2 Sukadana.

4. Time of the Research

The research was conducted in the first semester of the academic year of 2019/2020.



CHAPTER II

REVIEW OF LITERATURE

A. Frame of Theory

In this chapter, discusses several theories related to this research. The theories focus on the reading, concept of genre text, descriptive text, PQRS strategy, skimming and scanning strategy.

1. Reading

This section discusses theories relating to this research. There are several theories needed to explain the theory of reading which was presented as follows.

a. Concept of Reading

Reading is an active process in which the reader interacts with text and constructs meaning, for example, in making sense of unfamiliar words by relating them to existing schema and background knowledge.¹⁷ It means that reading can be interpreted as a key knowledge that can provide a broad source of knowledge that everyone must have in language skills in obtaining an idea from a text in written form. According to Richards, reading is the process of getting meaning from printed material.¹⁸ In other words, reading is to know the meaning of the words that have been read to get messages and information.

¹⁷ Wolley, Grey, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Spinger Science + Business Media B.V, 2011), p. 41

¹⁸ Jack C. Richards. *Longman Dictionary of Language Teaching & Applied Linguistics 4th Edition*, (Hongkong: Longman Group, 2010), p. 598

Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.¹⁹ It that means the reader tries to be able to understand and get ideas from a text. So that the reader can get the message or meaning from the writer. Reading is said to give learners the opportunity to feel a part of a community of readers and to appreciate the enjoyment of fluent reading.²⁰ Moreover, reading is an important activity in life with which one can update his/ her knowledge.²¹ So, reading is very important for daily activity because reading can gain extensive knowledge, get ideas and obtain information. To understand text, the reader obviously needs to be able to: read the words, retrieve the words' meanings, put the words together to form meaningful ideas, assemble a larger model of what the text is about.²²

Regarding the explanation, the researcher concluded that reading is an important daily activity, and also reading is not only a source of information and a pleasurable activity but it is also the process of making the meaning of words, sentences, and connected text. Reading also needs the reader to background knowledge to build the readers comprehension.

b. Types of Reading

¹⁹ Donna M. Seanlon, Kimberly L. Anderson and Joan M. Sweeney, *Early Intervention for Reading Difficultie* (London: The Guilford Press, 2010), p. 9

²⁰ Jack C. Richards. *Longman Dictionary of Language Teaching*....., p. 525

²¹ M. F. Patel and Praveen M. jain *English Language Teaching (Method, Tools, Technique)*, Jaipur: Sunrise Publisher, 2008), p. 113

²² Donna M. Seanlon, Kimberly L. Anderson and Joan M. Sweeney, *Early Intervention*..... p. 10

According to Nation, generally reading is divided into two types, they are intensive reading and extensive reading. The definition of each type is as follows:

1) Intensive Reading

Intensive study of reading text can be meant of increasing learners' knowledge of language features and their control of reading technique. The classic procedure for intensive reading is the grammar translation approach where the teacher works with the learners.²³ It means that intensive reading is reading with accuracy to comprehend the text. It can be done with learners and teachers. Intensive reading usually involves translation and comprehension of the text. In other words, intensive reading uses translation to comprehend the text. Using translation to active that the learners understand about the text, it can make the process of comprehend easier. Intensive work on reading text can focus on aspects such as comprehension, regular and irregular sound-spelling relations, vocabulary, grammar, cohesion, information structure, genre features, and strategies.²⁴

2) Extensive reading

Extensive reading is a form of learning from meaning – focused input. During extensive reading learners should be interested in what they are reading.²⁵ It means that extensive reading is learning process with accuracy. While reading the text, the learners should be engaged with the text and

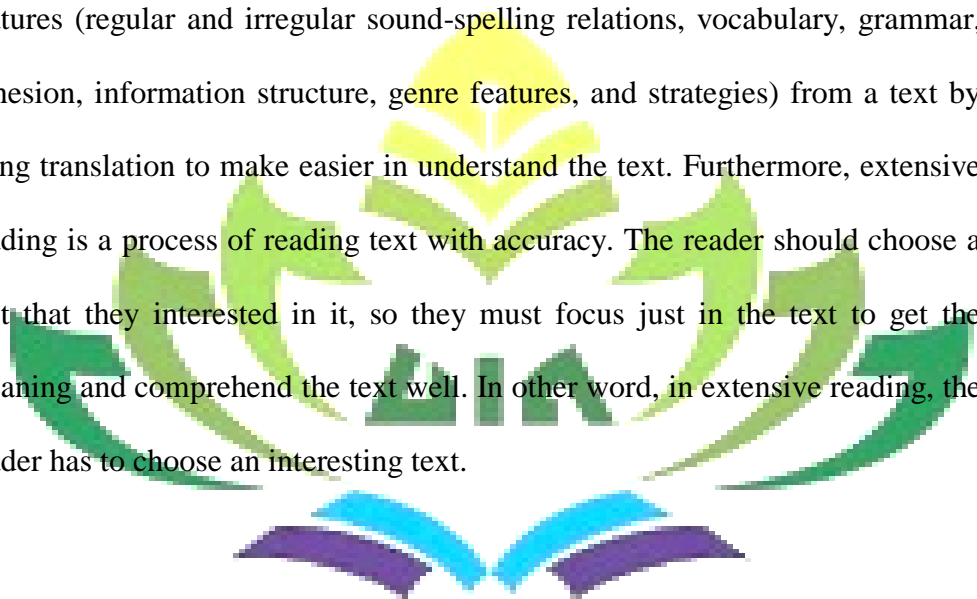
²³ I.S.P Nation, Teaching ESL/EFL Reading and Writing, (New York: Routledge, 2009, p. 25

²⁴ *Ibid*, p. 27

²⁵ *Ibid*, p. 59

focus with the text which they read. The reader also should pay attention to get the meaning of the text. Day and Bamford state that characteristic extensive reading is involving large quantity of varied, self selected, enjoyable reading at a reasonably fluent speed. Not all text for extensive reading need to be simplified texts as there are other ways of helping with the vocabulary load of extensive reading such as glossing, computer – assisted reading, elaboration.²⁶

Based on those explanations, it can be concluded that intensive reading is a technique of reading to increasing their comprehension in understand language features (regular and irregular sound-spelling relations, vocabulary, grammar, cohesion, information structure, genre features, and strategies) from a text by using translation to make easier in understand the text. Furthermore, extensive reading is a process of reading text with accuracy. The reader should choose a text that they interested in it, so they must focus just in the text to get the meaning and comprehend the text well. In other word, in extensive reading, the reader has to choose an interesting text.



c. Concept of Reading Comprehension

Reading comprehension is not just reading with a loud voice but reading is established to understand the meaning of a word, sentences, and paragraph

²⁶ Richards R. Day and Julian Bamford, *Extensive Reading in the Second Language Classroom*, (Cambridge : Cambridge University Press, 1998), p. 12

sense relationship among ideas from a text. According to Wooley, reading comprehension is an interactive process that requires readers to actively construct meaningful representations of text information.²⁷ So, reading comprehension can be an interaction between readers with the text and the reader also relate the idea from the text to obtain meaning.

Reading comprehension is also influenced by the general knowledge possessed by readers. That is, what one already knows about a topic influences the acquisition of new information about that topic.²⁸ So, in the process of reading comprehension, in understanding the meaning of written language the reader must read to build an understanding that can involve more than just the reader's response or increase interest in reading in the text. According to Brown, there are eight aspects of reading comprehension. They are:

1) Main idea (topic).

Main idea is basically the most important thought about the topic. According to Alexander, main idea is what the author wants to you to know and understand about the topic.²⁹ It means that main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. In other word, Main idea is an idea/notion that the subject of paragraph development. The main idea is contained in the main sentence. For example, from the text main idea in the first paragraph is “Losari beach is a good place to visit”.

²⁷ Wolley, Grey, *Reading Comprehension: Assisting Children*..... p. 35

²⁸ Donna M. Seanlon, Kimberly L. Anderson and Joan M. Sweeney, *Early Intervention*..... p.13

²⁹ Sandra Luna Mccune, Vi Cain Alexander and E. Donice Mccune,. *Cliffs Notes Praxis ii*, (Canada: Wilcy Publishing, 2009), p.12

2) Expression idioms/phrases in context.

The question of expression/idiom/phrase in context is a common word or phrase with a culturally understood meaning that differs from what its composite words denotations would suggest.³⁰ It means that a passage may have multi meaning word and special. So, the reader must identify which meaning from the information the passage. In the word, Expression is the act of saying what you think or showing how you feel using words or action. E.g: sad, happy, angry, and others.

Idiom is a word or phrase which means something different from its literal meaning.

E.g: there is no room to swing a cats, it means that there is not a lot of space.

Phrase is a group of two or more words that express a single idea but do not usually form a complete sentence.

E.g : The architectural style.

3) Inference (implied).

Inference is same as a conclusion or implied detail of the text. For example, from the second paragraph of the text, it can be conclude that “Borobudur is one of the most famous temples that has Great Stupa, the walls that extending over until six kilometers, and it has been hailed as the largest and most complete ensemble of Buddhist relieves in the world”.

4) Grammatical features.

³⁰ English-LanguageIdioms, https://en.wikipedia.org/wiki/english-language_idioms. Accessed on thursday september 13th, 2018

Grammatical feature is about the grammar of the text likes the kind of the text or the tense that used in the text. The descriptive text uses simple present tense because it uses verb.

E.g: simple present tense (is, am, are) and verb (go, like, enjoy)

5) Detail (scanning for a specifically stated detail).

Detail is a small part of something. It means that the reader must read with comprehend in order to get the point from the text.

E.g : It is located only about 3 km from the center of Makassar (Karebosi Park).

6) Excluding facts not written (unstated details).

Excluding facts not written (unstated detail) is the facts or details that are not written on the text. For example, the excluding fact not written on the last paragraph of the text is “Losari beach is strategies place to be visited by visitors”.

7) Supporting idea (s).

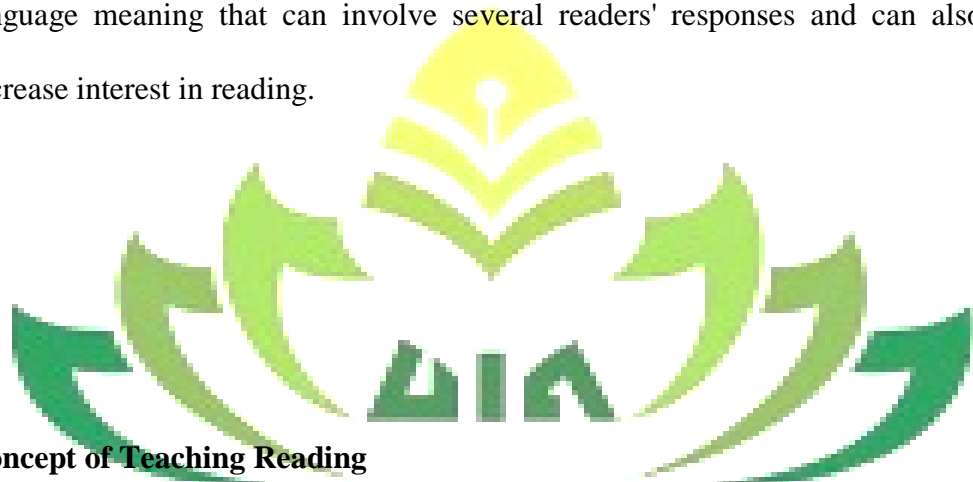
Supporting idea is a sentence that supports the main idea. For example, supporting idea on the first paragraph is “Losari is its waterfront of Makassar. The length of the beach is approximately one kilometer and it is a public space that can be accessed by anyone”.

8) Vocabulary in context.³¹

Vocabulary is all about the words in a language or a special set of words you are trying to learn.

E.g : go, come, went.

Based on the explanation, the researcher concluded that the ability to read not only read aloud but reading must understand the meaning in a text. In reading comprehension, the reader must also be able to find meaning by connecting ideas from the text with previous experiences. So that readers can build reading comprehension through the process of understanding a written language meaning that can involve several readers' responses and can also increase interest in reading.



d. Concept of Teaching Reading

Teaching is a kind of activity to transfer knowledge to other. Teaching is helping learner to acquire new knowledge or skills. Teaching consists, mainly, of telling, showing, guiding the learner in performance tasks and then measuring the results.³² It means that teaching is guiding to share knowledge and help in learning to find information in the learning process.

³¹ H. Douglas Brown, *Language Assessment Principles and Classroom Practice 2nd Edition*, (San Fransisco: Pearson Education Longman, 2010), p.206

³² Alan J. Singer, *Teaching to Learn, Learning to Teach: A Handbook for Secondary School Teachers 2nd Edition*, (New York: Routledge Taylor & Francis Group, 2014), p. 39

Teaching reading not only teaches reading but more than that. Teaching reading is not only train the students understand the text given, but also comprehend the entire contents of the text.³³ So that eventually teaching reading is targeted at helping language learning to practice improving reading comprehension. During the process of teaching reading the thing that must be considered is the principle of teaching reading because the principle of teaching can limit the teacher when teaching reading. The principles of teaching reading are stated below:

- 1) Encourage students to read as often and as much as possible.

Hammer assumed that in reading, readers have to understand what the meaning of the words, see a picture, and understand the argument.

- 2) Students need to be engaged with what they are reading.

The students should be engaged with what they are reading so that they can get the information from the text.

- 3) Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

- 4) The students have to be accustomed to understanding, responding to the meaning of the text and expressing their feelings about the text.

- 5) Prediction is major factor in reading.

When the students read a text, they often look at hints, such as the content or book cover, photographs, and headline. These hints are useful for the students to predict what they are going to read.

³³ Syofnidah Ifrianti, *Increasing Students' Reading Comprehension by Using Jigsaw Technique*, English Education: Jurnal Tadris Bahasa Inggris (Lampung: English Education, 2013), p. 145

- 6) Match the task to the topic when using intensive reading texts.

The teacher should choose an appropriate reading task. The reading has to match the topic.

- 7) Good teachers exploit reading texts to the full.³⁴

The teacher should integrate the reading texts into more interesting and engaging class sequences. A teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study language and give additional tasks to the students.

Based on the explanation, it can be summarized that the principle of teaching reading can improve the students reading skills and help the students become better readers. The seven principles will give teachers food for thought and reflection as they consider their beliefs about how best to help their students become proficient foreign-language readers.

Teaching reading is not a stuck activity. Students have to enjoy the reading process. The teacher must pay attention how to increase reading text in classroom because teaching reading needs more than only reading the text. In teaching reading, the teacher should be plan as a part of a lesson. The contemporary reading task, unlike the traditional materials, involves three phase: pre-, while, and post- reading stages.

- a) Pre-reading, it helps in activating the relevant schema, for example, teacher can ask the students question that arose their interest and activate the students background knowledge while previewing the text.

³⁴ Jeremy Harmer, *How to Teach English*, (Oxford: Person Longman, 2007), p.101

- b) While-reading the aim of while reading stage (or interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge.
- c) Post-reading, it can be varied, encompassing any follow up exploitation of what has been read.³⁵

It means that in teaching reading, the teacher should have or plan the stages of teaching reading which can make easier in teaching reading process, the stages that can be used in teaching reading are pre-reading, while reading, and post-reading.

In another hand, those explanations conclude that in the learning process, student must enjoy during the reading process. So that students can understand a given topic because through reading students can gain knowledge and lots of information. As a teacher must pay attention to how to improve understanding in reading texts because teaching reading requires more than just reading a text.

e. Testing of Reading Comprehension

Reading comprehension test are supposed to measure reading comprehension. Comprehension test can use a variety a question forms and can have a variety of focuses. Based on Nation, there are question form that can use for testing reading comprehension, such as: pronominal question, yes/no question, true/false question, multiple-choice question, cloze test, sentence completion, incomplete information diagrams, vocabulary test, matching

³⁵ Keit Johnson, *An Introduction to Foreign Language Learning and Teaching*, (New York: Routledge, 2013), p. 149

sentences, etc.³⁶ Furthermore Brown makes available question forms that can be used in reading comprehension as follows:

- 1) Multiple-choice is a test where each item has more than one alternative answer. General answers to two or five alternative answers are presented and some alternative answers should not be too much because it will be very confusing and also very difficult to arrange the items. types of multiple choice such as: multiple-choice vocabulary, contextualized multiple choice vocabulary/grammar, multiple-choice cloze vocabulary/grammar, same different, circle the answer, true/false, etc.
- 2) Matching task is test that fill the blanks of a text and then match the answers given at random.
- 3) Picture-cued items are test shown a picture along with a written text and given possible tasks to perform. Types picture-cued items such as: picture-cued word identification, picture-cued sentences identification, picture-cue true/false identification, picture-cued matching word identification.
- 4) Picture-cued task, familiar pictures are displayed and test takers are told to write the word that the picture represents. such as: multiple-choice picture-cued respond, diagram labeling task.
- 5) Editing tasks are editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading.
- 6) Gap filling task to create sentence completion items where test takers read part of a sentence and then complete it by writing a phrase.

³⁶ I.S.P Nation, Teaching ESL/EFL Reading..... p.72

- 7) Cloze task are usually a minimum of two paragraphs in length in order to account for discourse expectancies.
- 8) Short-answer task is a reading passage presented and the test taker reads questions that must be answered in a sentence or two.³⁷

In short, in testing reading comprehension the teacher should provide question forms which appropriate with the goals of students reading comprehension, the teacher also should provide reading technique to his/her students, especially reading in order to arouse the students interest and background knowledge to make the students comprehend the text easier. In this research the researcher will use multiple-choice test for the instrument especially multiple choice circle the answer because making it easier for students' to choose the right answer.

2. Concept of Genre Text

The text is a meaningful linguistic unit in a context, it is both a spoken text and written text.³⁸ It means that the linguistic unit has a neat structure so that it refers to any meaningful pronunciation or writing that the reader must have. The genre is placed occasion, function, behavior and interactional structures, it is very rarely useful to think of it as a kind of text.³⁹ According to Gerot and Wignel classify the kind of text into thirteen types such as:

- a) Spoof

³⁷ H. Douglas Brown, *Language Assessment Principles*..... p.191

³⁸ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, Yogyakarta: Graha Ilmu, 2008), p.1

³⁹ Peter Knapp Megan Watknins, *Genre, Text, Grammar (Technologies, for Teaching and Assessing Writing*, (Australia: A UNSW Press Book, 2005), p.21

Spoof is a text to retell an event with humorous twist.

b) Recount

Recount is a text to retell events for the purpose of informing or entertaining.

c) Report

Report is a text to describe the way things are, with reference to a range of natural, man-made, and social phenomena in our environment

d) Analytical Exposition

Analytical Exposition is a text to persuade the reader or listener that something is the case.

e) News Item

News Item is a text to inform readers, listeners, or viewers about events of the days which are considered newsworthy or important⁴⁰

f) Anecdote

Anecdote is a text to share with others an account of an unusual or amusing accident.

g) Narrative

Narrative is a text to amuse/entertain the readers and to tell a story.

h) Procedure

Procedure is a text to help readers how to do or make something completely.

i) Descriptive

⁴⁰ Genre (Type Text)” (On-line), Adapted From: <https://rusmanhaji.wordpress.com/> (may, 9th 2013

Description text is a text to describe a particular person, place or thing in details.

j) Hortatory Exposition

Hortatory Exposition text is a text to persuade the readers that something should or should not be the case or be done

k) Explanation

Explanation text is a text to explain the processes involved in the formation or working of natural or socio-cultural phenomena.

l) Discussion

Discussion text is a text to present information and opinions about issues in more one side of an issue ('For /Pros' and 'Against/Cons')

m) Reviews

Reviews text is a text to critique or evaluate an art work or event for a public audience.⁴¹

Based on thus explanation, it can be concluded that there are several type of text such as narrative, descriptive, report, procedure and any others. Each text has difference in purpose, characteristics and generic structure, but the researcher only focused on descriptive text because the researcher want to know the students' ability to comprehend descriptive text especially descriptive text about person, animals and things. Description text is a text type that has a purpose to describe a particular person, place or thing.

⁴¹ Generic structure of English Text” (On-line), Adapted From: <http://genretxinenglish.blogspot.com> (October 10th 2011)

3. Descriptive Text

This section discusses theories relating to this research. There are several theories need to explain the theory of descriptive text which was presented as follows.

a. Concept of Descriptive Text

Descriptive text is one kind of genres of text. Descriptive text is a type of texts in which its social function is to describe a particular person, place, or thing.⁴² Learning descriptive text is essential for students, in the order they can describe vivid and proper information.⁴³ Therefore, learning descriptive text is important, students should be able to write descriptive text correctly.

Descriptive text is a text containing two components identification and description by which describes a person, an animal, or place.⁴⁴ This means that descriptive text can be used to describe animals, people or others. Thus, it helps the reader can imagine what the text about. Descriptive text gives a description from the living or nonliving things to the reader. So, the descriptive text tells about objects that are alive or not.

⁴² Nur Rohmat and Irma Savitri Sadikin, *The Impact Of Peer Response On Efl Learners' Writing Descriptive Text*, Indonesian EFL Journal (IEFLJ) Vol. 5, Vol. 1, 2019 Available at: (<https://journal.uniku.ac.id>). Accessed on November 29th, 2018

⁴³ *Ibid.*

⁴⁴ Sanggam Siahaan and Kisno Shinoda, *Generic Text*..... p.89

From this explanation, the researcher concluded that descriptive text is a text that describes something and can incorporate the reader's imagination towards the text. So descriptive text can be used to describe animal, people or object. The descriptive text also has a social function that is describing a particular person, person or thing.

b. Generic Structure of Descriptive Text

The generic structure of descriptive text, they are:

1) Identification

Part of text which introduces a particular thing.

2) Description

Part of text which describes a particular thing.⁴⁵

Based on that statement, the descriptive text contains identification and description. From the generic structure above the identification explains about the object while description describes the parts and characteristics such as physical appearance or habitual behavior.

c. Language Features of Descriptive Text

There are three languages in descriptive text. They are: Using simple present tense, using adjectives, and using of has or have.⁴⁶ However, according to Nur and Irma in journal, they explain that formulated several language features of descriptive text. They are:

⁴⁵ Nur Rohmat and Irma Savitri Sadikin, *The Impact Of Peer Response.....*

⁴⁶ Descriptive Text: Generic Structure and Language Features” (On-line), Adapted From: <http://latelitepost.blogspot.com> (April 19th 2017)

- 1) Descriptive text focuses on specific participants. The participants can be a character, animal, or any other particular things.

E.g: my house, Borobudur temple, Losari beach, etc.

- 2) Simple present tense is predominantly used.

E.g: she has long brown hair.

- 3) Action verbs are used to describe behavior.

E.g: run, sleep, walk, cut, etc.

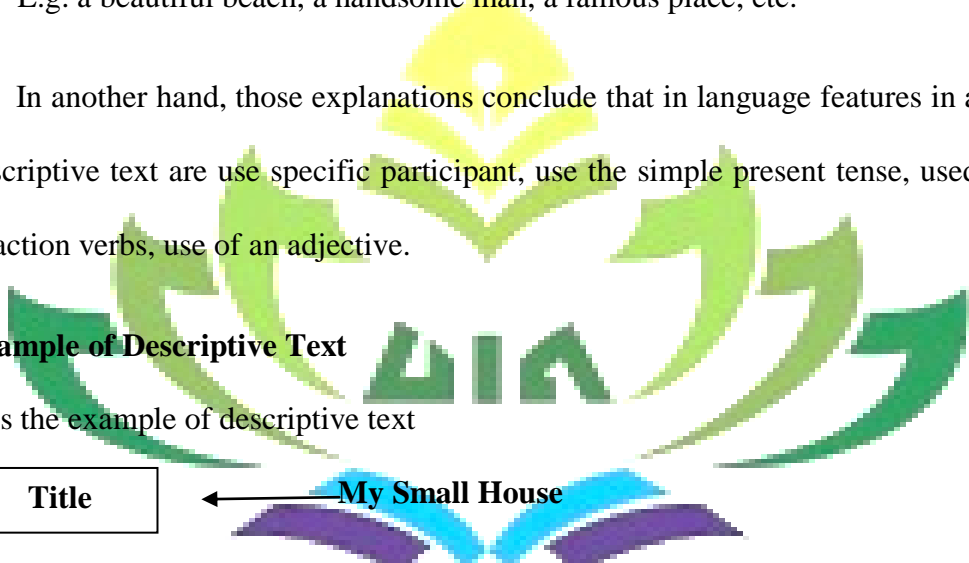
- 4) Adjectives are used to add extra information to nouns and may be technical, every day or literary, depending on the text.⁴⁷

E.g: a beautiful beach, a handsome man, a famous place, etc.

In another hand, those explanations conclude that in language features in a descriptive text are use specific participant, use the simple present tense, used in action verbs, use of an adjective.

d. Example of Descriptive Text

Here is the example of descriptive text



Title

← **My Small House**

Identification

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen.

Indeed it is a small house; but I like living in here for wasting my spare time.

⁴⁷ Nur Rohmat and Irma Savitri Sadikin, *The Impact Of Peer Response....*

Description

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via facebook and so on. Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cook, the smell fills my whole house.

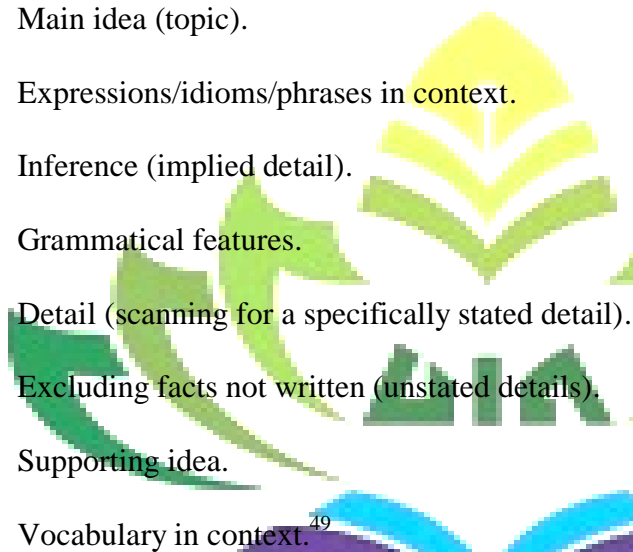
Source: <http://www.englishindo.com/2018/01/koleksi-contoh-descriptive-textsingkat.html>

e. Concept of Reading Comprehension in Descriptive Text

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children developmental models, or representations of meaning of the text ideas during the reading process.

Descriptive text is text which is intended to describe a particular person, place or thing.⁴⁸ It means that descriptive text is a text which says what a thing, animal or a person is like. Its purpose is to describe and reveal a particular thing, person, or place.

Reading descriptive text could improve students' reading comprehension. Students could improve their reading comprehension in understanding the identification and description, of descriptive text. Based on Brown's theory, especially in reading, there are some criteria are commonly used in measuring students reading comprehension ability, they are:

- 1) Main idea (topic).
 - 2) Expressions/idioms/phrases in context.
 - 3) Inference (implied detail).
 - 4) Grammatical features.
 - 5) Detail (scanning for a specifically stated detail).
 - 6) Excluding facts not written (unstated details).
 - 7) Supporting idea.
 - 8) Vocabulary in context.⁴⁹
- 

Based on the explanation above the researcher concludes that reading comprehension on descriptive text is the ability to get meaning of the text in descriptive to describe and reveal a particular person, place, or thing and comprehend the text in order that the students are able to answer the questions

⁴⁸ Juanita Siahaan, *An Analysis of Students' Ability and Difficulties in Writing Descriptive Texts*, (Journal of English and Education, 2013), p.115

⁴⁹ H. Douglas Brown, *Language Assessment Principles*..... p. 206

and have good understanding of main idea, inferences, grammatical features, detail, excluding facts not written, supporting ideas and vocabulary in context.

4. PQRST (Preview, Question, Read, Summarize, Test) Strategy

This section discusses theories relating to this research. There are several theories needed to explain the theory of PQRST strategy which was presented as follows.

a. Concept of PQRST Strategy

One of the best-known strategies for improving memory from reading is called the PQRST strategy (Preview, Question, Read, Summarize, and Test). PQRST is a strategy to reading and remembering text that includes the principles of direct and metacognitive instruction.⁵⁰ Therefore, the PQRST strategy can help students improve their reading comprehension so they can remember the meaning of the contents of a text. According to Andrew, the PQRST strategy also improved memory because it involves activating prior knowledge, elaboration, deeper encoding, self-testing, and attaching retrieval cues during encoding.⁵¹ It means that PQRST strategy can be used to find out how far students understand in reading a text.

According to Westwood, PQRST strategy is a simple, step-by-step plan of action any child might adopt when faced with a reading assignment.⁵² Thus

⁵⁰ Ilias Papathanasiou, Patrick Coppens, Constantin Potagas. *Aphasia And Related Neurogenic Communication Disorders* (United States Of America: An Ascend Learning Company, 2013), p. 382

⁵¹ Milton J. Dehn, *Long-Term Memory Problems in Children and Adolescents*. (Canada: JohnWiley & Sons, Inc. 2010), p. 308

⁵² Westwood, Peter. *Reading and Learning Difficulties: Approaches to Teaching and Assesment*, (Australia: Acer Press, 2001), p. 62

allowed students to understand a text in a step by step manner. PQRST strategy is able to make students become active in the reading process, make them focus on the text, attract their motivation.⁵³ It means that PQRST strategy can make students more active in reading so that it easily makes them more focused and motivated to understand a text.

PQRST is a well-researched reading strategy that facilitates both comprehension and memory. The PQRST strategy consists of these steps: (a) previewing the passage; (b) generating at least four questions that need answers, such as who, what, when, and where; (c) actively reading the passage while seeking answers to the questions; (d) studying the information and stating the answers to the questions; and (e) self - testing on the answers to the questions.⁵⁴ Therefore, PQRST strategy can help students become more active in reading because the PQRST strategy is able to make students improve their memory by using these steps.

Based on explanations from experts, PQRST strategy is a strategy used to improved students' reading comprehension in a step-by-step way so students can easily remember the material they read. PQRST strategy can make students more active in reading a text so students can focus more on the text they read and can help improve memory.

b. Procedures of PQRST Strategy

PQRST strategy has five steps they are:

⁵³ Nopri Malia, *Using PQRST Strategy to Improve Students' Reading Comprehension of Hortatory Exposition Texts*, Journal English Language Teaching Vol.1 Vol. 1, 2015 Available at: (<http://ejournal.unp.ac.id/>). Accessed on Maret 9th, 2015

⁵⁴ Milton J. Dehn, *Long-Term Memory Problems*..... p. 308

- 1) Preview the material to be recalled (i.e., get a general idea of the passage or text). The teacher leads the students to identify main part the title, picture, chart of the text to get an idea of the main topic and section of the text.
- 2) Ask key questions about the text (e.g., what is the main point to be conveyed? In what year did the action take place? How many people were involved?). The teacher developed questions to which students want to find answers. After students know exactly what information to look for they will be motivated to make questions based on title of the text. Include questions based on who, what, when, where, why, and how.
- 3) Read the text carefully to answer the questions. the students read the whole text. And while reading it, they also try to find the answers of the questions they made before. If the student cannot find the answer, they can change their question and find the answer from the text.
- 4) For Summarizing activity, students can make their conclusion by noting the main points of information they can get from understanding the text.
- 5) Teacher gives another question to find out the students comprehension and to make sure that the students' understand the text.⁵⁵

From those steps, there are some steps of teaching reading comprehension using PQIRST strategy, are follow as:

Pre-reading activity:

- 1) The teacher greets the students.
- 2) The teacher checks the attendance list.

⁵⁵ Wilson, Barbara. *Memory Rehabilitation integrating Theory and Practice* (New York: The Guilford Press, 2009), p. 83

- 3) The teacher gives an introduction to a topic or brainstorming lesson to the students.
- 4) The teacher explains about text descriptive.

Whilst-reading activity:

- 1) The teacher distributes the text to the students.
- 2) Teacher introduces and applies the PQIRST strategy to the students. The steps are:
 - a) Teacher stimulates the students to use their previous knowledge to predict the text that will be read by looking at the picture or title of the text.
 - b) After having an understanding of the text that the students are going to read, the teacher motivates the students to make questions based on their prior knowledge of the text.
 - c) The student will read the text to find answers to questions that they made.
 - d) The student making a summary of the main ideas or content of the text they have read.
 - e) Then the teacher gives another question for the students to test their ability in comprehending the text.

Post-reading activity:

- 1) The teacher asks the students about their difficulties in learning reading comprehension.
- 2) After the student understood the teacher end the class.

c. Advantages and Disadvantages of Using PQRSST Strategy

There are some advantages and disadvantages of using PQRSST strategy, they are:

1) Advantages of using PQRSST strategy

There five Advantages of using PQRSST strategy, they are as follow:

- a) Makes the student activate their background knowledge.
- b) It helps the students to focus and create curiosity toward the text. This motivates the students to read.
- c) When the students read the text, they already have the purpose to read based on the question and this makes them stay focus and increase their concentration.
- d) Asks the students to recall all the specific information about the text.
- e) It helps the students to put the text into their long term memory.⁵⁶

2) Disadvantages of using PQRSST strategy

Besides have advantages, using PQRSST strategy also have disadvantages, there are:

- a) This strategy was time-consuming because it had several stages that should be done by the students in reading. So, it would rather difficult for students who have difficulties in reading.
- b) Using this strategy in some stages, the students may get difficulties in doing the step of PQRSST strategy.

⁵⁶ Nopri Malia, *Using PQRSST Strategy to Improve Students'*

5. Skimming and Scanning Strategy

This section discusses theories relating to this research. There are several theories needed to explain the theory of skimming and scanning strategy which was presented as follows.

a. Concept Skimming and Scanning Strategy

Skimming and scanning is the strategy in teaching reading comprehension.⁵⁷ Skimming involves the use of strategies for guessing where important information might be in a text and then using basic reading comprehension skills on those parts of the text until a general idea of its meaning is reached.⁵⁸ Therefore, to find a general idea in a text, the reader only reads the important parts and skips the parts that are not important. Skimming is one of strategies that require readers to read quickly in order to get an overview or the general idea or gist of a section.⁵⁹ So, to find the essence or main idea of the text content, the reader must read the first and last paragraphs of the paragraph because usually the main idea is often found in those parts.

Scanning is simply means searching with a purpose reading the text quickly to find specific information.⁶⁰ It means that searches for keywords or idea in a text. Scanning is more a limited activity, only retrieving information

⁵⁷ Andi Asmawati, *The Effectiveness of Skimming-Scanning Strategy in Improving Students' Reading Comprehension*, State University of Makassar Vol. 1, Vol. 1, 2015 Available at: (<http://journal.uin-alauddin.ac.id>) Accessed on june 1th 2015

⁵⁸ Jack C. Richards. *Longman Dictionary of Language*..... p.532

⁵⁹ Iwan Fauzi, *The Effectiveness Of Skimming And Scanning Strategies In Improving Comprehension And Reading Speed Rates For The Students Of English Study Program*, Register Journal vol. 11 vol. 1 2018 Available at : (<http://journalregister.iainsalatiga.ac.id>). Accessed on june 3rd 2018.

⁶⁰ Reysha Kusuma Tamsi, Fauriz Zuhri, and Esti Kurniasih, *The Implementation of Skimming and Scanning Strategies in Teaching Reading Narrative Text*, Ejournal Unesa, Vol 1, (Surabaya: 2013) p.3

relevant to a purpose.⁶¹ So, to find an information must be done by reading the entire section of the page to search for words. Skimming and scanning is a speed reading strategy.⁶² So, skimming and scanning is an accelerated reading strategy to quickly looking for an idea and specific information of the text.

Based on this explanation, skimming is speed reading to find the main essence or ideas in the text. While scanning is reading quickly which aim to find information. So, skimming and scanning strategy is to read quickly which aims to find the main idea and to get information in a text.

b. Procedure of Skimming and Scanning Strategy

There are steps of skimming that will be prepared by the students read the text, such as:

- 1) Read the title.
- 2) Read the introduction of lead paragraph
- 3) Read the first paragraph completely, if there are subheadings, read each one, looking for relationship among them
- 4) Read the first sentence of each remaining paragraph.
- 5) Dip into the text to looking for clue words, proper noun, unusual words, enumeration, qualifying adjective, typographical cues.

⁶¹ Iwan Fauzi, *The Effectiveness Of Skimming And Scanning Strategies*.....

⁶² Andi Asmawati, *The Effectiveness of Skimming-Scanning Strategy*.....

- 6) Read the final paragraph completely.⁶³

Then, there are several steps to maximize use of scanning system on reading comprehension:

- 1) Keep in mind at all the time what is you are searching for.
- 2) Anticipate in what form the information is likely to appear numbers, proper nouns, etc.
- 3) Analyze the organization of the content before starting to scan.
- 4) Let your eyes run rapidly over several lines of print at a time.
- 5) Read the entire sentence when you find the sentence that has the information you seek.⁶⁴

From those steps, there are some steps of teaching reading comprehension using skimming and scanning strategy, are follow as:

Pre-reading activity:

- 1) The teacher greets the students.
- 2) The teacher checks attendance list of the students
- 3) The teacher gives introduction a topic or brainstorming lesson to the students
- 4) The teacher explains about descriptive text.

Whilst-reading activity:

- 1) The teacher distributes text to the students.

⁶³ Arundel, Anne, *Skimming and Scanning. The Reading and Study Skills Lab. Seek Optimum Skill*, Maryland. Retrieved from [http:// www.aacc.edu/tutoring/.../skimming](http://www.aacc.edu/tutoring/.../skimming). p.. on March 26th, 2013.

⁶⁴ Reysa Kusuma Tamsi, Fauriz Zuhri, and Esti Kurniasih, *The Implementation of Skimming and Scanning Strategies.....*

- 2) The students read completely of the text, students looking for clue word to know main idea.
- 3) Then, provide question for students to classify best answer skimming.
- 4) The students read of the text, students rapidly read of the text. Then, students find information.
- 5) Then, provide question for students to classify best answer scanning.

Post-reading activity:

- 1) The teacher asks the students about their difficulties in learning reading comprehension.
- 2) After the student understood the teacher end the class.

c. Advantages and Disadvantages of Using Skimming and Scanning Strategy

1) Advantages of using Skimming and Scanning Strategy

There are some advantages of skimming and scanning strategy, there are as follow:

- a) Students can save the time when exam, perfect time in management.
- b) Students can save the time to read long passage.
- c) Students can train to run their eye to get information quickly, directly.
- d) Students can stimulated to be active and active in both asking and answering the question about specific information and clues related to the text.⁶⁵

2) Disadvantages of using Skimming and Scanning Strategy

⁶⁵ Advantage and Disadvantage of Scanning and Skimming” (on-line), Adapted From: <https://sites.google.com/site/>

Disadvantages of using skimming and scanning strategy are as follows:

- a) Only know the outline of the contents of a text without knowing the other explanation.
- b) Feeling confused or losing understanding of what has been read.
- c) The students might not read all of the information as they just scanning the basic information.

B. Frame of Thinking

Reading is not only a source of information but also a means of consolidating and extending one's knowledge of the language and it is a basic skill for the learner. Teaching reading should be a dominant skill for students. There are some strategies that can help the teacher to reach the aim of the teaching-learning process. For this research, PQIRST is chosen as a strategy in teaching reading comprehension. This strategy has five steps that may lead the students to comprehend the text. And these steps can increase student motivation in understanding a text. The students are guided by the preview and make some questions before read the whole text. By reading the whole text, the students also try to find the answer to the questions they made before then they are guided to make a summary of the text using their own words in simple sentences. After finish it, they answer the questions related to the text given. In

order to, the use of a PQRST strategy needs to be utilized to improve the students' reading comprehension and to get better outcomes. In this case, the researcher uses the PQRST strategy in teaching reading comprehension, especially in descriptive text.

C. Hypothesis

The researcher formulated the hypotheses of this research as follows:

Ha : There is significant influence of using PQRST strategy toward students' reading comprehension at the eighth grade of SMP PGRI 2 Sukadana in the academic year 2019/2020.

Ho : There is no significant influence of using PQRST strategy toward students' reading comprehension at the eighth grade of SMP PGRI 2 Sukadana in the academic year 2019/2020.



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